**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 2 – Write Numbers 0-20 (Day 1)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book: Five Little Monkeys** | | **Student: Large piece of construction paper with numbers 0-5 on it.**  **Toothpicks**  **Paper with dotted numbers 0-5 on it.** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.1 and K.CC.3 Counting objects and writing numbers 0-20.** | | | | | |
| **I Can Statement(s): I can count objects to 5.**  **I can write the numeral that represents a number of items.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Teacher reads book Five Little Monkeys as the students count and participate in the story. | | | | | |
| **Teacher Directed: Teacher has 5 pictures of monkeys. She revisits the story and as each monkey jumps off the bed, she puts a monkey picture up on the board, counts them and writes the corresponding number as she talks about the correct way to write the number. She then talks about the value of the number 0, points out that at the end of the story there are 0 monkeys left on the bed and writes a 0. Finally, she writes 0-5 on the board to reinforce the correct number order.** | | | | | |
| **Guided Practice: The teacher and students will each have a large piece of construction paper with 0-5 written on it and a toothpick. Together they will start at 0 and poke holes into each number as the teacher instructs them in the correct way to make the number.** | | | | | |
| **Independent Practice: Students go to tables and trace dotted numbers 0-5 correctly,** | | | | | |
| **Closing/Summarizing Strategy: Students will use their fingers to “write” the number the teacher calls out on their table.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 5. * Write the number on their own. | | | * Use smaller number than 5. * More tracing practice. | | | * Provide number cards for students to look at. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |